



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5051 W. Overton Road, Tucson, AZ 85742

Marana Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Highly Performing  
2004-05 Highly Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Stephen Poling  
Schedule : 06:30 AM to 03:30 PM  
Grades : K-6  
Web Address : [www.maranausd.org/DG](http://www.maranausd.org/DG)  
Phone Number : (520) 579-4800  
Fax Number : (520) 579-4840  
E-mail : [s.j.poling@maranausd.org](mailto:s.j.poling@maranausd.org)

### Mission

DeGrazia Elementary School is a student-centered community with a foundation of academic excellence, creating lifelong learners and involved citizens. In our safe and caring environment all students are respectful and accept personal responsibility.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü All DeGrazia students will demonstrate the ability to apply skills and strategies necessary to meet or exceed the Arizona State Standards in math.
- ü All DeGrazia students will demonstrate the ability to apply skills and strategies necessary to meet or exceed the Arizona State Standards in writing.
- ü All DeGrazia students will demonstrate the ability to apply skills and strategies necessary to meet or exceed the Arizona State Standards in reading.

### Enrollment

October 1, 2005 School Year Student Enrollment : 602  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 31

## Instructional Programs

- Ü Band/Orchestra/General Music
- Ü Gifted Program
- Ü On-site Special Education
- Ü SEI Instruction
- Ü Extended Day Kindergarten

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

We keep each parent informed of student progress through conferences, standards-based report cards, and District Assessment Plan reports. We inform parents of school events through our newsletters, website, open houses, and other schoolwide events.

### Parents

We believe in a partnership between the school and home to provide an optimal learning environment for every child. Parents are encouraged to participate by volunteering in classrooms, working in our PTO and Site Council, and attending schoolwide community events.

## Transportation Policy

DeGrazia Elementary is served by the Marana School District Transportation Department. The DeGrazia community is an established, densely populated neighborhood adjacent to the school, and requires only two regular education buses for our students.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü DARE writing contest winner	2005
Ü University of Arizona Science Fair Winners	2004
Ü AZ Grade School Chess Championship: 3rd & 5th Place	2003
Ü Reading Champions: 5th in Southern Arizona	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	1002	80010	99	99	99	469	464	447	3	5	10	12	11	18	52	58	53	33	27	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	480	38935	100	100	99	477	465	447	NA	4	9	6	10	19	53	59	55	40	27	17
Male	46	522	40974	98	99	98	460	463	448	7	5	11	17	11	18	50	57	52	26	27	19
African American	NC	37	4201	NC	100	99	NC	441	430	NC	14	17	NC	11	23	NC	62	51	NC	14	9
Hispanic	19	261	34545	95	99	99	446	453	432	5	6	14	16	15	24	63	61	53	16	18	9
Asian/Pacific Islander	NC	23	2068	NC	96	99	NC	470	474	NC	9	4	NC	9	10	NC	52	50	NC	30	36
American Indian/Alaskan Native	NC	22	3979	NC	96	96	NC	461	424	NC	NA	17	NC	14	30	NC	68	47	NC	18	6
White	63	659	35142	100	100	99	477	469	465	3	4	5	11	9	11	43	56	56	43	31	28
Students with Disabilities	18	145	10161	100	96	93	448	434	419	17	16	28	17	24	28	50	48	36	17	12	8
Students without Disabilities	75	857	69849	99	100	100	474	469	451	NA	3	7	11	8	17	52	60	56	37	29	19
Limited English Proficient Students	NC	32	14013	NC	100	97	NC	425	413	NC	19	24	NC	28	34	NC	50	39	NC	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	22	317	39029	96	98	98	454	451	432	9	7	14	23	18	25	41	58	52	27	17	9
Non-Economically Disadvantaged	71	685	40981	100	100	100	473	470	462	1	4	6	8	7	13	55	58	54	35	31	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	1000	79438	98	99	98	474	469	451	4	3	9	12	17	24	67	64	56	16	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	480	38775	100	100	99	489	476	457	2	3	7	4	14	22	70	65	58	23	19	13
Male	45	520	40560	96	99	97	459	462	446	7	4	12	20	20	25	64	63	54	9	12	9
African American	NC	37	4178	NC	100	98	NC	452	439	NC	5	13	NC	30	29	NC	46	52	NC	19	6
Hispanic	19	262	34297	95	99	98	459	459	434	11	5	14	16	22	31	68	63	50	5	10	5
Asian/Pacific Islander	NC	22	2063	NC	92	99	NC	485	475	NC	NA	3	NC	14	15	NC	45	63	NC	41	20
American Indian/Alaskan Native	NC	22	3940	NC	96	95	NC	465	429	NC	NA	14	NC	18	36	NC	82	47	NC	NA	3
White	62	657	34887	98	99	98	479	473	471	3	3	4	11	15	15	66	65	63	19	18	18
Students with Disabilities	17	142	9588	94	94	88	438	428	416	18	14	30	18	39	32	59	39	34	6	7	5
Students without Disabilities	75	858	69850	99	100	100	483	475	456	1	2	7	11	13	23	69	68	59	19	17	12
Limited English Proficient Students	NC	32	13856	NC	100	96	NC	421	407	NC	22	27	NC	31	43	NC	47	29	NC	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	22	316	38685	96	98	97	461	453	435	5	8	14	23	23	32	64	62	50	9	8	5
Non-Economically Disadvantaged	70	684	40753	99	100	99	479	476	467	4	1	5	9	14	16	69	65	62	19	19	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	998	79971	99	99	99	426	431	423	5	4	8	42	40	41	51	53	49	2	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	481	38974	100	100	99	453	446	437	NA	2	5	32	29	33	64	66	57	4	4	4
Male	46	517	40895	98	98	98	400	417	410	11	6	10	52	50	47	37	42	41	NA	2	2
African American	NC	37	4203	NC	100	99	NC	403	411	NC	11	11	NC	51	45	NC	38	43	NC	NA	2
Hispanic	20	262	34481	100	99	99	427	425	410	10	5	10	25	42	46	65	49	43	NA	3	1
Asian/Pacific Islander	NC	23	2067	NC	96	99	NC	447	449	NC	9	4	NC	17	28	NC	74	60	NC	NA	8
American Indian/Alaskan Native	NC	22	3995	NC	96	96	NC	438	409	NC	NA	10	NC	27	47	NC	73	42	NC	NA	1
White	62	654	35150	98	99	99	428	434	437	3	3	5	47	39	35	47	55	56	3	3	5
Students with Disabilities	17	140	10258	94	93	94	373	388	377	24	16	23	47	53	51	29	30	25	NA	1	1
Students without Disabilities	76	858	69713	100	100	100	438	438	429	1	2	5	41	38	39	55	57	52	3	3	3
Limited English Proficient Students	NC	30	13985	NC	94	97	NC	404	382	NC	10	18	NC	53	54	NC	37	27	NC	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	23	314	38994	100	98	98	419	419	409	9	6	10	39	46	47	48	46	41	4	1	1
Non-Economically Disadvantaged	70	684	40977	99	100	100	429	436	437	4	3	5	43	37	34	51	57	56	1	3	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	1005	80147	99	99	99	491	495	482	3	5	11	13	11	17	62	54	49	23	30	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	486	39281	100	99	99	490	496	483	6	4	9	6	10	17	70	56	50	18	29	24
Male	46	519	40780	98	98	98	492	494	482	NA	6	12	17	11	17	57	52	48	26	31	24
African American	NC	41	4249	NC	98	99	NC	473	464	NC	7	17	NC	15	22	NC	71	48	NC	7	13
Hispanic	21	253	33494	100	98	99	497	489	466	NA	6	15	14	15	23	52	53	49	33	26	14
Asian/Pacific Islander	NC	24	2103	NC	100	99	NC	499	515	NC	NA	4	NC	8	8	NC	71	44	NC	21	45
American Indian/Alaskan Native	NC	15	4117	NC	94	96	NC	485	456	NC	7	19	NC	20	27	NC	47	46	NC	27	8
White	52	672	36122	98	99	99	490	499	501	4	5	5	13	9	10	63	53	50	19	34	35
Students with Disabilities	16	140	10295	94	92	92	461	453	443	13	24	33	25	25	26	56	41	33	6	9	8
Students without Disabilities	63	865	69852	100	100	100	499	502	488	NA	2	7	10	8	16	63	56	51	27	34	26
Limited English Proficient Students	NC	27	12722	NC	93	97	NC	456	441	NC	22	27	NC	19	33	NC	48	37	NC	11	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	21	333	38371	100	99	97	483	479	465	5	8	15	14	18	23	57	56	49	24	17	13
Non-Economically Disadvantaged	58	672	41776	98	99	100	494	503	498	2	4	6	12	7	11	64	52	49	22	37	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	1003	79686	99	99	98	481	484	470	3	5	11	18	16	24	75	69	57	5	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	483	39163	100	98	99	486	490	475	3	3	9	15	14	22	79	71	60	3	13	10
Male	46	520	40438	98	99	97	477	478	465	2	7	13	20	18	25	72	67	54	7	8	7
African American	NC	41	4228	NC	98	98	NC	474	458	NC	5	15	NC	22	28	NC	66	53	NC	7	4
Hispanic	21	253	33299	100	98	98	487	475	452	NA	8	17	14	19	32	86	66	47	NA	7	3
Asian/Pacific Islander	NC	24	2097	NC	100	99	NC	484	490	NC	NA	5	NC	17	13	NC	75	68	NC	8	14
American Indian/Alaskan Native	NC	15	4087	NC	94	96	NC	479	446	NC	13	16	NC	20	38	NC	60	44	NC	7	2
White	52	670	35914	98	99	98	479	487	489	4	4	5	19	14	15	69	70	67	8	12	14
Students with Disabilities	16	137	9808	94	90	87	449	440	432	6	26	35	50	34	32	44	39	30	NA	1	3
Students without Disabilities	63	866	69878	100	100	100	489	490	475	2	2	8	10	13	23	83	73	61	6	12	9
Limited English Proficient Students	NC	29	12594	NC	100	96	NC	435	422	NC	21	34	NC	45	45	NC	34	21	NC	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	21	331	38095	100	98	97	478	470	452	5	9	17	19	23	32	71	63	48	5	6	3
Non-Economically Disadvantaged	58	672	41591	98	99	99	481	490	486	2	3	6	17	12	16	76	72	65	5	13	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	998	80372	99	98	99	468	486	475	4	3	4	38	25	30	57	70	64	1	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	484	39452	100	99	99	479	498	488	6	2	3	21	17	22	70	78	72	3	3	3
Male	46	514	40836	98	98	98	460	474	464	2	3	6	50	33	37	48	62	56	NA	1	1
African American	NC	41	4264	NC	98	99	NC	472	465	NC	2	5	NC	29	35	NC	68	59	NC	NA	1
Hispanic	21	252	33608	100	97	99	473	482	462	NA	2	6	48	31	36	52	64	57	NA	2	1
Asian/Pacific Islander	NC	24	2098	NC	100	99	NC	495	500	NC	NA	2	NC	25	16	NC	67	75	NC	8	7
American Indian/Alaskan Native	NC	15	4128	NC	94	97	NC	495	464	NC	NA	4	NC	13	39	NC	87	56	NC	NA	1
White	52	666	36213	98	98	99	467	487	489	6	3	2	33	23	22	60	72	72	2	2	3
Students with Disabilities	16	132	10526	94	87	94	448	443	427	6	11	15	56	56	53	31	31	31	6	2	1
Students without Disabilities	63	866	69846	100	100	100	473	492	482	3	1	3	33	21	26	63	76	69	NA	2	2
Limited English Proficient Students	NC	27	12747	NC	93	97	NC	439	432	NC	4	12	NC	67	52	NC	30	36	NC	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	21	329	38521	100	98	98	469	470	461	NA	4	6	48	33	38	52	62	55	NA	1	1
Non-Economically Disadvantaged	58	669	41851	98	98	100	467	493	489	5	2	3	34	22	22	59	74	72	2	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	1027	79306	100	99	99	507	512	504	6	8	13	20	17	20	56	54	49	17	21	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	486	38845	100	99	99	500	509	505	9	8	11	24	18	20	50	54	50	17	20	18
Male	40	541	40383	100	99	98	517	514	504	3	8	14	15	15	19	65	54	47	18	23	19
African American	NC	33	4171	NC	97	98	NC	499	485	NC	12	20	NC	24	26	NC	45	44	NC	18	10
Hispanic	18	243	32673	100	98	99	510	504	487	6	9	18	6	17	25	72	58	46	17	16	10
Asian/Pacific Islander	NC	28	2147	NC	100	99	NC	523	539	NC	4	5	NC	21	10	NC	43	46	NC	32	40
American Indian/Alaskan Native	NC	24	4034	NC	100	97	NC	499	479	NC	17	22	NC	8	29	NC	58	43	NC	17	7
White	65	699	36234	100	99	99	511	515	523	6	7	6	20	16	13	55	53	52	18	23	28
Students with Disabilities	12	169	10286	100	95	91	490	471	462	25	28	41	17	31	27	50	35	27	8	6	5
Students without Disabilities	82	858	69020	100	100	100	509	519	510	4	4	9	21	14	18	57	58	52	18	24	21
Limited English Proficient Students	NC	23	10291	NC	100	96	NC	455	458	NC	35	38	NC	39	34	NC	26	26	NC	NA	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	20	283	37437	100	98	97	496	490	486	20	16	19	20	22	26	45	52	46	15	10	9
Non-Economically Disadvantaged	74	744	41869	100	100	100	510	520	521	3	5	7	20	15	14	59	55	51	18	26	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	1016	79000	100	98	98	501	502	489	5	4	10	17	18	24	65	66	58	13	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	482	38774	100	99	99	501	504	494	4	4	7	19	16	22	65	69	61	13	12	10
Male	40	534	40150	100	97	98	503	500	485	8	5	12	15	20	25	65	63	55	13	12	8
African American	NC	34	4153	NC	100	98	NC	489	476	NC	6	13	NC	26	30	NC	62	53	NC	6	4
Hispanic	18	236	32508	100	95	98	489	494	472	6	5	15	22	25	33	67	61	49	6	9	3
Asian/Pacific Islander	NC	28	2142	NC	100	99	NC	521	510	NC	NA	4	NC	7	14	NC	79	67	NC	14	16
American Indian/Alaskan Native	NC	24	4016	NC	100	96	NC	490	467	NC	8	14	NC	25	37	NC	63	46	NC	4	2
White	65	694	36135	100	99	98	507	505	508	5	4	4	17	16	14	63	67	67	15	13	15
Students with Disabilities	12	159	9991	100	90	88	459	461	449	17	16	33	50	45	36	33	38	29	NA	NA	2
Students without Disabilities	82	857	69009	100	100	100	508	509	495	4	2	6	12	13	22	70	71	62	15	14	10
Limited English Proficient Students	NC	21	10199	NC	91	95	NC	440	439	NC	29	35	NC	62	47	NC	10	18	NC	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	20	274	37234	100	94	97	476	482	472	10	9	15	25	29	33	65	57	50	NA	5	3
Non-Economically Disadvantaged	74	742	41766	100	99	99	508	509	505	4	2	5	15	14	16	65	69	65	16	14	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	1028	79611	99	99	99	513	509	496	2	3	7	28	32	37	68	64	56	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	487	39016	100	100	99	529	524	511	NA	2	4	17	22	29	81	75	66	2	2	1
Male	39	541	40519	98	99	98	492	497	482	5	4	10	44	41	44	49	54	46	3	0	0
African American	NC	33	4188	NC	97	98	NC	508	486	NC	NA	9	NC	36	40	NC	64	50	NC	NA	0
Hispanic	18	244	32855	100	98	99	504	503	481	6	5	10	11	32	43	83	62	47	NA	0	0
Asian/Pacific Islander	NC	28	2149	NC	100	100	NC	531	519	NC	NA	4	NC	14	24	NC	79	70	NC	7	2
American Indian/Alaskan Native	NC	24	3992	NC	100	96	NC	503	478	NC	4	10	NC	33	46	NC	63	44	NC	NA	0
White	65	699	36380	100	99	99	515	511	511	2	3	4	32	32	30	65	64	65	2	1	1
Students with Disabilities	12	171	10664	100	97	94	486	465	440	NA	11	23	58	64	54	42	26	22	NA	NA	1
Students without Disabilities	81	857	68947	99	100	100	517	518	504	2	2	4	23	25	34	72	72	61	2	1	1
Limited English Proficient Students	NC	23	10362	NC	100	97	NC	453	438	NC	13	22	NC	74	57	NC	13	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	20	286	37626	100	99	98	501	492	479	5	7	10	30	42	45	65	51	45	NA	NA	0
Non-Economically Disadvantaged	73	742	41985	99	99	100	517	516	511	1	2	4	27	28	30	68	69	65	3	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	1019	79327	100	100	98	543	530	518	7	12	19	14	16	20	48	51	46	31	21	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	502	38961	100	100	98	550	532	520	9	12	16	6	15	20	48	53	48	37	21	16
Male	50	516	40295	100	99	97	536	529	516	4	12	21	24	18	19	48	49	44	24	21	16
African American	NC	25	4247	NC	89	98	NC	516	499	NC	20	27	NC	16	24	NC	56	41	NC	8	8
Hispanic	26	263	32327	100	99	98	526	519	499	15	16	27	27	18	25	27	49	41	31	17	8
Asian/Pacific Islander	NC	21	1939	NC	100	99	NC	557	556	NC	5	6	NC	NA	10	NC	52	47	NC	43	36
American Indian/Alaskan Native	--	17	4391	--	100	96	--	483	489	--	47	32	--	12	27	--	41	36	--	NA	4
White	71	692	36373	100	100	98	548	535	538	4	9	10	11	16	14	54	52	52	31	23	25
Students with Disabilities	16	131	9321	100	97	87	500	471	467	19	46	54	38	31	22	31	21	21	13	3	3
Students without Disabilities	88	888	70006	100	100	100	551	538	524	5	7	14	10	14	19	51	56	49	34	24	18
Limited English Proficient Students	--	21	9431	--	95	95	--	470	466	--	43	53	--	33	27	--	24	18	--	NA	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	19	305	37097	100	99	97	517	512	498	5	18	27	37	23	25	42	46	41	16	13	7
Non-Economically Disadvantaged	85	714	42230	100	100	99	549	538	535	7	9	11	9	14	15	49	53	50	34	24	24

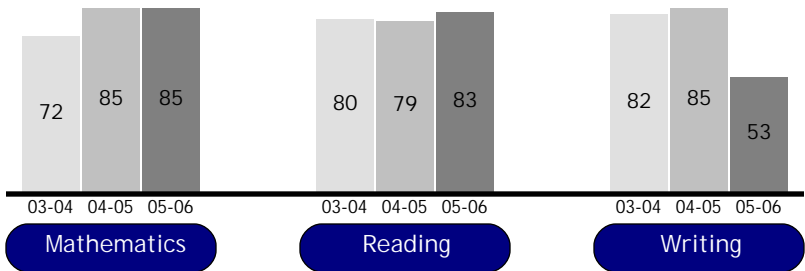
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	1012	79501	99	99	98	519	513	497	2	5	10	17	19	25	73	69	60	8	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	498	39062	100	99	99	526	520	502	4	4	8	9	16	23	76	72	64	11	8	5
Male	49	513	40368	98	98	98	511	507	491	NA	7	13	27	22	27	69	66	57	4	6	3
African American	NC	26	4279	NC	93	99	NC	509	485	NC	8	14	NC	12	30	NC	77	54	NC	4	2
Hispanic	25	257	32389	96	97	98	507	503	478	4	7	16	28	25	34	60	63	48	8	5	1
Asian/Pacific Islander	NC	21	1936	NC	100	99	NC	528	519	NC	NA	3	NC	10	14	NC	81	73	NC	10	9
American Indian/Alaskan Native	--	16	4401	--	94	96	--	473	473	--	25	17	--	25	40	--	50	43	--	NA	1
White	71	691	36446	100	100	99	522	518	516	1	4	4	15	17	15	76	71	73	7	8	7
Students with Disabilities	15	124	9411	94	92	88	484	464	453	13	26	36	40	44	36	47	31	26	NA	NA	1
Students without Disabilities	88	888	70090	100	100	100	525	519	502	NA	2	7	14	15	24	77	74	65	9	8	5
Limited English Proficient Students	--	21	9401	--	95	94	--	437	443	--	43	40	--	57	46	--	NA	14	--	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	18	299	37183	95	97	97	507	501	479	NA	8	16	22	27	34	72	62	49	6	4	1
Non-Economically Disadvantaged	85	713	42318	100	100	99	522	518	513	2	4	5	16	15	17	73	72	70	8	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	1019	80000	100	100	99	600	577	564	NA	2	3	5	8	11	67	75	75	28	15	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	502	39288	100	100	99	618	593	579	NA	2	2	2	3	6	56	73	77	43	22	16
Male	50	516	40644	100	99	98	581	562	549	NA	3	4	8	12	15	80	77	74	12	8	7
African American	NC	27	4307	NC	96	99	NC	567	551	NC	4	4	NC	15	13	NC	74	75	NC	7	7
Hispanic	26	263	32672	100	99	99	590	570	548	NA	3	4	4	10	14	77	76	76	19	11	6
Asian/Pacific Islander	NC	21	1945	NC	100	99	NC	612	592	NC	NA	1	NC	NA	4	NC	67	69	NC	33	25
American Indian/Alaskan Native	--	17	4424	--	100	97	--	554	549	--	NA	3	--	6	14	--	94	77	--	NA	5
White	71	690	36602	100	100	99	602	580	579	NA	2	2	6	7	7	66	74	75	28	16	16
Students with Disabilities	16	132	9919	100	98	93	541	516	505	NA	9	9	25	33	35	69	56	54	6	2	2
Students without Disabilities	88	887	70081	100	100	100	611	586	571	NA	1	2	1	4	7	67	78	79	32	17	12
Limited English Proficient Students	--	21	9571	--	95	96	--	498	502	--	10	10	--	33	29	--	57	60	--	NA	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	19	305	37534	100	99	98	579	562	547	NA	4	4	11	10	15	68	76	76	21	10	5
Non-Economically Disadvantaged	85	714	42466	100	100	100	605	584	578	NA	1	2	4	7	7	67	75	75	29	17	16

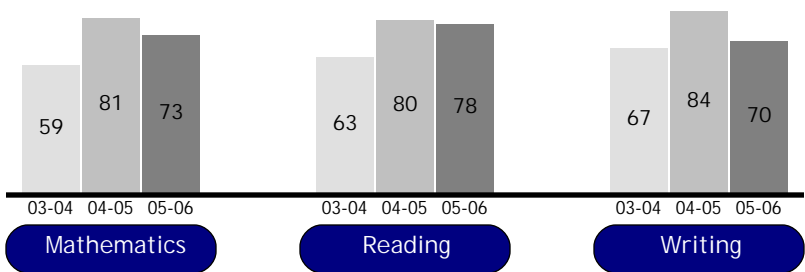
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.



The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.



## Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	65	NA	58	99	55	53	47	100	67	58	46
	Language	100	60	50	50	99	58	50	47	100	63	50	48
	Mathematics	100	73	67	64	100	59	59	50	100	72	61	52
3	Reading	98	65	NA	55	99	54	52	44	100	65	56	46
	Language	99	64	64	61	99	47	48	44	100	56	50	46
	Mathematics	100	66	68	61	99	57	61	51	100	63	65	52
4	Reading	98	74	NA	56	100	54	54	48	100	61	59	52
	Language	99	66	56	52	100	52	55	49	100	58	59	52
	Mathematics	99	69	66	61	100	55	59	53	100	65	65	58
5	Reading	100	69	NA	55	99	62	57	50	100	61	65	56
	Language	100	62	51	49	99	61	56	50	100	58	59	54
	Mathematics	100	77	67	63	99	57	56	49	100	54	59	52
6	Reading	99	67	NA	56	99	65	59	51	99	72	67	56
	Language	98	59	51	48	99	58	53	47	100	65	59	50
	Mathematics	98	76	71	66	100	65	60	52	100	72	67	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

## Council Duties

- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Community Events
- Ü Academic Programs

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	36.00
Other Professional Staff	2.40	Teacher Aide	8.50

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	2	2	0	0
7 to 9 years	1	2	0	0
10 or more years	8	17	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	35
Teachers with Emergency Certification.	1.12
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

## Special Facilities

- Ü Computer Labs (2)
- Ü Library

## Extracurricular Activities

- Ü Chess Club
- Ü Student Council
- Ü Safety Patrol
- Ü PALS
- Ü Suncatchers' Club
- Ü After School Tutoring

## Social Services

- Ü LEAP Before & After School Care Program
- Ü Health Office Services
- Ü Breakfast/Lunch Programs
- Ü Counseling Services
- Ü Goals Coach

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- ü Teachers at DeGrazia have devised a number of strategies to help meet the needs of each child. We have Reading Counts, Math Challenge, SuccessMaker, in classroom computers, as well as computer labs used during and after school hours.
- ü Through the LINKS program, we are implementing Positive Behavior Support this year to build a strong community of responsible students. Our three behavior goals are: Act Safely, Respect Everyone & Everything, and Take Responsibility.
- ü After a K-1 pilot in 2003-04 we are utilizing the DIBELS assessment for identifying and working with students in grades K-4 who require extra support in reading. This support will be provided by our two reading specialists and grade level teachers.
- ü Building upon the intent of our new motto: 'DeGrazia, Where Learning is an Art', we worked with a local artist in the spring of 2004 to create a 20' X 10' courtyard mural of 450 images created by hundreds of DeGrazia students.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	92	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

DeGrazia has an up-to-date Emergency Plan for all types of emergencies. Any serious or recurring discipline issues are handled quickly and effectively by our staff. We have PALS; 4th-6th grade peer mediators, and a 6th grade safety patrol. During this school year we are implementing Positive Behavior Support to build and promote student responsibility.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Steve Poling	(520) 579-4800
Transportation Policy	Don Powers	(520) 682-1055
Community Resources	Jennifer De La Montana	(520) 579-4800
School Nutrition Programs	James Remete	(520) 682-4737
Parent Organization	Faith Mathews	(520) 579-4800
Student Health/Nurse	Tammy Trout	(520) 579-4803

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.